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ABSTRACT

During 1972-73, the Colorado Migrant Education Program served 5,455 migrant students. Enrollment dropped for the second straight year as weather, housing, and crop changes affected the migrant family's movement. Programs were conducted in 20 project areas, covering 39 school districts. Program offerings were expanded to include such components as parental involvement, social and natural science, vocational and high school offerings, nutrition and career education, and bilingual-bicultural activities. An integral part of the program were the Migrant Health Programs, a support system of mobile units, and the Migrant Student Record Transfer System. A variety of assessment procedures were used. All projects using criterion-referenced instruction reported their students made some gains. Eight projects reported normative results from standardized tests on small samples. Noncognitive student behaviors reported by each project showed strengths in school interest and self-concept and weaknesses in educational aspirations. All student behavior ratings showed significant improvement as compared to the previous year. More projects reported improved community attitudes. This evaluation report covers: student enrollment, attendance, and language; staff and administration; exemplary projects; new programs; support services; and student achievement, behaviors, and attitudes. (Author/NQ)

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SUMMARY AND EVALUATION REPORT
OF THE
COLORADO MIGRANT EDUCATION PROGRAM
1972 - 1973

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SUMMARY AND RECOMMENDATIONS

SUMMARY

For twenty years, Colorado has had an identified program for the education of migrant children. For the last seven years, federal funds have allowed expansion of this program. In 1972-73, fifteen hundred to twenty-five hundred students were enrolled in the Colorado Migrant Education Program each semester or summer term, in 20 different program areas, covering 39 school districts. About 85 percent of these children were in the elementary grades. About two-thirds of the students came from out-of-state (mostly Texas). About 78 percent of the migrant student attendance days occurred during the regular school year, when the children were part of the regular teaching program and the program funds were used for special supplementing resources for these children. More than twenty-two hundred migrant children participated in a variety of summer programs. The summer programs account for about 60 percent of the migrant education expenditures.

Enrollment dropped for the second straight year as weather, housing and crop changes affected the migrant family's movement. More than 80 percent of the migrant children were estimated to be enrolled in the regular term elementary program, 60 percent of the secondary school children and lower percentages during the summer term were estimated to be enrolled. The average number of days attendance per child in the regular term went up sharply in 1972-73. The average migrant child was enrolled for two-thirds of the school program in 1972-73.

More than half of the migrant students live with and think in Spanish. Nearly two-thirds of the staff spoke Spanish, and the ratio of bilingual staff to bilingual students improves each year. However, wide

variation in bilingual staffing occurs among projects. The proportion of summer students in bilingual programs increased dramatically in 1972-73 (from 20 percent in 1972 to 75 percent in 1973). However, relatively few bilingual students were in bilingual programs during the regular term.

Extensive health screening and services (nursing and dental) were again provided in the Colorado Migrant Education Program, reaching at least two-thirds of the children. This area has to be considered as one of the strong points for the program.

Migrant children possess individual learner needs which must be met. Supervisor and instructional staff are increasingly aware of this. Many of the programs now incorporate criterion-referenced instruction. In-service training for program staff, especially by the Migrant Mobile Unit directors, in providing individualized instruction, improving the migrant child's self-concept as a capable, effective person; cultural awareness, and bilingual teaching methods were key factors to be stressed this year and next. The results of these efforts were evident in observed classroom activities and in the "atmosphere" of programs. Teachers have established learning centers and flexibility in instructional materials. Many new program components focused on self and cultural awareness. The major new program elements reported for 1972-73 were in the career education field.

A variety of assessment procedures were carried out. All projects using criterion-referenced instruction reported their students made some gains. Eight projects reported normative results from standardized tests on small samples. Overall 40 percent of the students showed less than expected gain (One month gain for one month instruction) and 60 percent were behind grade level. The proportion gaining at or better than expected rate (60 percent) indicate some "catch-up" effect is occurring.

However, the Migrant Student Record Transfer System reports show no difference between 1971-72 and 1972-73 in the proportion of students reported below average in skills in Colorado.

Noncognitive student behaviors reported by each project showed strengths in interest in school, and self-concept and weaknesses in educational aspirations. All student behavior ratings showed significant improvement in 1972-73 compared to the ratings in 1971-72.

Attitudes of teachers toward migrant education remains high. More projects reported improved community attitudes in 1972-73 than in 1971-72.

Costs-per-student and costs-per-student day rose in 1972-73. These costs vary widely across projects. Statewide cost-per-student day was $2.18 in the regular term, and $11.64 during the summer. Many additional costs, of course, were absorbed by the regular school budget.

RECOMMENDATIONS

1. Continue to increase the proportion of the staff, particularly teachers, able to speak the language of the child. Particular attention should be given to meeting the child's language needs during the regular term, to expanding migrant student participation in bilingual-bicultural programs, and to developing at least moderate bilingualism in all projects.

2. Staff selection, including aides, should occur early enough to provide orientation and inservice before the program begins.

3. The selection, training and supervision of migrant aides should be strengthened, particularly in small programs.

4. Continue to expand the opportunities for career education, work-study programs and outdoor or community experiences for migrant children.

5. Increase the volunteer or employed use of migrant parents in the Migrant Education Program, and encourage them to continue their involvement as they move to new locations.

6. The summer migrant student health program should be organized early enough and well enough to enable field screening to begin as soon as the children are available and be completed before most children leave.

7. Responsibility for obtaining necessary health record information and parent consents should be clarified and procedures initiated to obtain the information early.

8. Information collected for migrant education program evaluation should be coordinated with the regular Title I data collection process in the fall, spring and summer.

9. The Compensatory Education Services Unit of the Colorado Department of Education should move to obtain or designate an evaluation consultant to provide the necessary and timely information processing over the year in consultation with other Departmental evaluation specialists.

BRIEF HISTORY

The state of Colorado, through the Colorado Department of Education, has provided funds for Migrant Education since 1953, when funds were allocated to Fort Collins for a regular term migrant education program. In 1955, funds were allocated to Wiggins, Colorado, for a summer migrant education program. In 1961, the Migrant Child Education Act was passed, making a specific appropriation to school districts to establish and operate educational programs for children of migratory agricultural workers. This history makes Colorado a national leader in Migrant Education.

In 1966-67, Public Law 89-10 was amended by Public Law 89-750. This allowed Colorado to expand its Migrant Education Program, using federal and state funds. Regular and summer school enrollment increased from 2,608 in 1965-66 to a peak of 7,899 in 1970-71, decreased only slightly, to 7,714, in 1971-72 and dropped noticeably to 5,455 in 1972-73. Enrollment in 1972-73 was affected by a decreased emphasis on the 5-year eligible migrant child and by crop-damaging weather. The cold winter delayed planting and harvesting. Some migrant families moved in, but when work was not available had to move out again. Housing was sometimes not available due to changes in housing regulations in Colorado and withdrawal of some housing units. The federal funds also allowed school districts to extend the length of the school day to conform more closely with the family work schedule. Migrant Education Programs in 1972-73 were conducted in 20 project areas, covering 39 school districts.

Program offerings have been expanded to include such components as parental involvement, social and natural science, vocational and high school offerings, nutrition education, career education, and bilingual-bicultural activities. These are in addition to the emphasis placed on reading, mathematics and other academic subjects. Supportive services have been broadened to include a comprehensive health program with speech therapy and psychological assistance. Migrant Health Programs, a support system of Mobile Units, and the Migrant Student Record Transfer System have become an integral part of the Colorado Migrant Education Program.

GOALS FOR COLORADO MIGRANT EDUCATION

The overall goal of the Migrant Education administrative staff in the Department of Education is to strengthen and expand programs and provide leadership in Colorado Migrant Education to enable migrant children to acquire knowledge, skills, habits, and attitudes essential to effective learning and living throughout life.

Listed below are the Educational Goals for Colorado Citizens and National Educational Goals for Migrant Children and Youth. They are presented to provide a framework for assessing and further developing the Colorado Migrant Education Program. The Educational Goals for Colorado Citizens were adopted by the State Board of Education in February, 1971. The National Goals for Migrant Education were adopted by the State Education Agency Directors of Migrant Education in 1971.

EDUCATIONAL GOALS FOR COLORADO CITIZENS	NATIONAL MIGRANT GOALS
ACADEMIC SKILLS	
1. The technique of learning which makes discovery of knowledge and wisdom a functional, exciting, and lifelong process.	1. Provide specially designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors), which will increase the migrant child's capabilities.
2. The skill of doing (computation, reading, or intellectual, artistic, or physical performance), which produces satisfying participation in worthwhile human activities.	

SELF-DEVELOPMENT

3. The confidence of knowing what is useful, relevant, and meaningful for self.	2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development, which will prepare him to function successfully.
	3. Provide the opportunities for each migrant child to improve communication skill necessary for varying situations.
4. The capability of being a worthy person in one's relationships with others and with self.	4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
5. The joy of feeling a sense of accomplishment, of contributing to the welfare of others, of having physical and mental well-being, of establishing satisfying relationships.	5. Implement programs, utilizing every available federal, state, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.
	6. Provide for the migrant child's physical and mental well-being, by including dental, medical, nutritional, and psychological services.

CAREER EDUCATION

6. The satisfaction of earning a contributing and rewarding place in the economic system.	7. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served, in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

10. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to insure that sequence and continuity will be an inherent part of the migrant child's total educational program.

STUDENT DATA

ENROLLMENT

The 1972-73 Colorado Migrant Education Program served 5,455 migrant students enrolled in a fall, spring, or summer semester program. Table I indicates the grade and term breakdown. These are duplicated counts; the same student may be counted in each of the three terms or semesters and if he changed Colorado schools in mid-semester, he could be counted twice in the same semester. As in the past, the primary grades have the largest enrollment with marked enrollment drops occurring after the sixth grade. The distribution of students among fall, spring and summer programs is essentially the same as last year. The Migrant Student Record Transfer System showed 5,736 students at the end of the reporting period.

Migrant student enrollment has been dropping over the past two years from a high in 1970-71 (Table II). Weather conditions that affected crops are at least part of the explanation for reduced migrant enrollments. The 1972-73 winter was cold and planting was delayed. Some migrant families moved in and left before the work began. Housing was not always available. Harvesting was delayed by the late crop. Some fields were switched to crops requiring less labor. Enrollments for the regular term of 1973-74 show some increase over 1972-73.

Each project was asked to estimate the number of migrant children residing in the district but not enrolled in school. Estimates were made by 83 percent of the regular term projects and 76 percent of the summer. Table III indicates the proportion of migrant children estimated to be enrolled in school. Extrapolating to all project districts produced estimates that among migrant

TABLE I

MIGRANT ENROLLMENT BY GRADE LEVEL

GRADE	FALL	SPRING	SUMMER	TOTAL
K	172	150	328	650
1	252	208	299	759
2	229	189	339	757
3	256	204	303	763
4	228	169	275	672
5	178	154	236	568
6	133	107	254	494
7	97	91	111	299
8	68	66	56	190
9	42	46	29	117
10	30	33	25	88
11	18	28	13	59
12	13	23	3	39
	1716	1468	2271	5455
	(31%)	(27%)	(42%)	

TABLE II

MIGRANT ENROLLMENT BY YEAR

	FALL	SPRING	SUMMER	TOTAL
1968-69	1682 27%	1251 20%	3362 53%	6295
1969-70	REGULAR TERM 2425 39%		3759 61%	6184
1970-71	2659 34%	2145 27%	3095 39%	7899
1971-72	2574 33%	2167 28%	2973 39%	7714
1972-73	1716 31%	1468 27%	2271 42%	5455

TABLE III

PROPORTION OF MIGRANT CHILDREN ESTIMATED IN DISTRICT ACTUALLY ENROLLED IN SCHOOL

AGE	REGULAR TERM	SUMMER TERM
5-9 YEARS	.84	.81
10-12 YEARS	.82	.69
13-17 YEARS	.59	.31

children age 5-17 about 450 were not in school in the regular terms and about 1200 were not in programs during the summer. Older children, particularly those 12 and over, often prefer to work. During the summer, especially, parents expect the older child to work in the fields. This is an estimate for only the 41 school districts in the Migrant Education Program.

Because information on Migrant Education Programs is so difficult to obtain, and because providing a continuous educational program to the migrant student is so difficult, a special project was initiated by the Department in summer, 1973, funded by Title I, ESEA, Migrant Education, called the Colorado Migrant Child Identification and Recruitment Project (CMCIRP). CMCIRP calls for a statewide cooperative effort to identify and enroll migratory children in migrant education and other school programs.

Source of the migrant student (in-state or out-of-state) is shown in Table IV by school term, and in Table V by grade level. About 15 percent of the students are from eligible migrant families who have settled in an area within the past five years. Two-thirds of the students came from another state (mostly from Texas).

Compared to 1971-72, the 1972-73 migrant students were much more likely to be from out-of-state and much less likely to be from within Colorado. For instance, in 1971-72 only 37 percent of the regular term students were from out-of-state, but in 1972-73, 60 percent of the regular term students came from out-of-state. No explanation for this shift of source of student in 1972-73 is offered. The form for enrollment and identification of the migrant student is in the appendix.

TABLE IV

MIGRANT ENROLLMENT BY SOURCE

	INTERSTATE MOVE	INTRASTATE MOVE	5-YR. ELIGIBLE (NOT MOVED)	TOTAL NUMBER STUDENTS
Regular Term	60%	23%	17%	3184
Summer Term	73%	15%	12%	2271
TOTAL PERCENT	65%	20%	15%	
TOTAL COUNT	3557	1091	807	5455

TABLE V

PERCENT OF MIGRANT ENROLLMENT BY SOURCE WITHIN GRADE LEVEL

(Regular and Summer Terms Combined)

GRADE	INTERSTATE MOVE	INTRASTATE MOVE	5-YEAR ELIGIBLE (NOT MOVED)
Pre-K	63%	8%	29%
K-3	69%	16%	15%
4-6	57%	26%	17%
7-9	63%	20%	17%
10-12	66%	15%	19%

ATTENDANCE

Each project reported the length of each program and the number of days students attended. The mean length of terms were: fall-87.5 days, spring-85.4 days, summer-39.5 days. The range of summer programs was from 23 days to 50 days.

In terms of actual days of attendance, 40 percent of the attendance days occurred in the fall, 38 percent in the spring, and 22 percent in the summer, about the same as in 1971-72. However, there was a sharp increase in total attendance compared to 1971-72. The average number of days attendance per student went from 45.7 days per semester during the regular year in 1971-72 to 63.0 days per semester in 1972-73, a 38 percent increase. The summer term remained about the same with 23.9 days per student reported in 1971-72 and 25.1 days per student reported in 1972-73. The Migrant Student Record Transfer System reported higher attendance each month, showing only 11 percent absence.

Looking at the variation in attendance within programs, Table VI shows the distribution of students for each term by the number of days of attendance for each student. About one-third of the migrant students attended less than half of each term. Great variation was shown among programs, with some programs finding students remained for only a third of the term and other programs showing students attended more than 85 percent of the term.

TABLE VI

PERCENTAGE DISTRIBUTION OF DAYS

ATTENDED BY TERM

TERM	Number of Days Attended Per Term									TOTAL
	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	
FALL	5	9	5	9	7	13	13	15	24	100%
SPRING	5	6	7	9	10	15	9	14	25	100%
SUMMER	14	22	33	29	2	-	-	-	-	100%

LANGUAGE

Each district reported the number of children enrolled in their program whose primary language was not English. Language is a difficult variable to assess, and in at least two projects, the estimate seems to be in error in opposite directions. The state-wide figures show that about 16 percent of the students speak no English at all, both in regular and summer programs. Five students spoke only Kickapoo; all the other monolinguals spoke only Spanish. An additional 38 percent to 52 percent spoke English as a second language (38 percent during the regular term, 52 percent in the summer program).

Even with some error in the figures, clearly more than half of the migrant students think and speak in Spanish.

STAFF AND ADMINISTRATION

EMPLOYMENT AND EXPERIENCE

Total employment of staff in 1972-73 was 424 persons, down from a figure of 666 in 1971-72. Staff were reported in the three categories of less than half-time, more than half-time, and full-time. Table VII shows the staff by number and by full time equivalency for each term. Full time equivalency was not collected in previous years.

Previous experience of the staff is shown in Table VIII. Teachers and teacher aides made up two-thirds of the paid staff. Administrators and family contact representatives had the most previous experience in migrant education. Many of the aides and volunteers came from migrant families. More than one-fifth of the teacher aides were migrants, about the same proportion as in the previous year. The number of volunteers reported in 1972-73 was only half of the number reported in 1971-72, but the proportion of the volunteers who were migrants doubled (from 20 percent to 39 percent).

LANGUAGE

Nearly two-thirds of the employed staff (63 percent) spoke Spanish or Indian. This was an increase from 42 percent of 1971-72, and 38 percent in 1970-71. Table IX shows the percent of staff speaking Spanish or Indian by position. All categories of staff indicated more bilingualism in 1972-73 compared to 1971-72, with a total staff bilingualism increase of 21 percent.

It should be noted that the proportion of staff who were bilingual was about the same as the proportion of students for which English was a second language. The ratio of bilingual staff to bilingual students improves each year. However, the variation across dis-

tricts is large, with some districts reporting no bilingual staff and some reporting 100 percent bilingual staff. Some districts even showed less bilingual staff in 1972-73 than in 1971-72; others reported many students basically speaking Spanish but relatively few staff speaking Spanish.

INSERVICE TRAINING

The Migrant Education Staff of the Colorado Department of Education, based on an assessment of needs from 1971-72, encouraged local education agencies to continue a strong emphasis on inservice training. Language, reading, individualization, cultural awareness and nutrition were stressed.

Preservice, inservice, and postservice staff training was provided by:

1. The Colorado Migrant Mobile Units, which provided district level staff services.
2. The Migrant Staff of the Colorado Department of Education, who participated in providing inservice education activities for local district instructional personnel.
3. Exchange teachers from Texas, who were utilized in the inservice education of teachers at the local district level.
4. The district migrant program staffs, which provided program orientation and inservice training at the local level.
5. State colleges and universities, which provided statewide services.

About one-third of the training came from the Mobile Units, the rest from the districts or BOCS and occasionally other sources. The Mobile Units were frequently cited as providing excellent inservice assistance, particularly in cultural awareness, open class-

TABLE VII

EMPLOYED STAFF BY TERM AND POSITION

	FALL		SPRING		SUMMER	
	No. Staff	FTE	No. Staff	FTE	No. Staff	FTE
Teachers	7	6.3	9	8.3	159	143.9
Aides	73	68.8	86	81.8	111	106.8
Administrators	7	4.0	8	5.3	24	21.4
Family Contacts	21	12.7	20	13.9	29	23.1
Others	19	12.2	17	10.2	89	83.5
TOTAL	127	104.0	140	119.5	412	378.7

TABLE VIII

PERCENT OF EMPLOYED STAFF BY EXPERIENCE AND POSTION

(Experience in Migrant Education)

	NO PREVIOUS EXPERIENCE	1-2 YEARS EXPERIENCE	3 OR MORE YRS. EXP.	NO. OF STAFF	
Teachers	34%	35%	31%	120	28%
Teacher Aids	21%	55%	24%	155	37%
Administrators	15%	26%	59%	27	6%
Family Contacts	11%	26%	63%	38	9%
Others	31%	42%	27%	84	20%
TOTAL	25%	42%	33%	424	100%

TABLE IX

PERCENT OF STAFF SPEAKING SPANISH OR INDIAN

	1972-73	1971-72
TEACHERS	51	22
TEACHER AIDES	74	70
ADMINISTRATORS	33	22
FAMILY CONTACTS	79	78
OTHERS	65	38
VOLUNTEERS	71	55

room training, and materials training. Table X states approximations of time involved in inservice training by various staff members.

FAMILY CONTACT REPRESENTATIVE

The Family Contact Representative is one of the most important persons in Colorado's Migrant Education Program. This person is usually bilingual (79 percent of the 33 family contact workers were bilingual), and well informed about all community services available to migrants. She/he also knows - for all educational services - the locations, hours of operation, phone numbers, names of key persons, and schedule of any fees.

The contact workers are also knowledgeable regarding arrival and departure patterns of migrant families and the numbers of migrant children in the areas.

A specific responsibility is to visit migrant families regularly. On these visits, the contact workers have opportunity to explain the school program and obtain information needed by the school. They also acquaint the families with the school and community services that are available to them, such as assistance in obtaining shoes, clothing, school supplies, food stamps and other necessities. They help in arranging for school bus transportation and many other details which make it possible for the children to attend school.

The Contact Representative visits classes often to discuss the educational processes with teachers. She/he then communicates appropriate information to parents and may also ask the parents to visit the school.

These staff members are well informed on hearing and vision screening, and medical and dental checkups, and may help to arrange transportation to clinics, doctors, and dentists. They follow up on professional services to insure that recommended therapy is implemented.

TABLE X

INSERVICE TRAINING

AREA	STAFF CATEGORY: Teachers NUMBER PERSONS	Teachers HOURS PER PERSON	Aides NUMBER PERSONS	Aides HOURS PER PERSON	Others NUMBER PERSONS	Others HOURS PER PERSON
STUDENT SKILLS						
Art	29	1.5	36	1.3	9	4.8
Math	50	4.1	40	3.4	9	4.4
Reading	61	5.2	61	4.0	11	3.6
Occupations	30	2.0	26	.9	9	3.4
Oral Language	65	1.5	71	1.2	15	2.7
TEACHER SKILLS						
Evaluation	41	1.3	42	1.5	11	5.4
Diagnosis and Individualization	75	2.5	76	2.1	15	4.2
Understanding the Migrant Child	152	16.6	88	18.6	18	1.7
OTHER						
Hispano Culture	127	.8	66	1.0	15	1.9
Nutrition Educ.	34	2.4	27	2.9	18	2.2
Parent Involvement	23	4.1	21	3.7	19	4.0
Student Record Transfer System	58	1.6	62	1.2	43	2.3

Note: This data was collected after the fact, and the number of hours per person by category should be considered only as an approximation, due to difficulties in allocating time to a standard set of topics.

PROGRAM

EXEMPLARY PROJECTS

Exemplary projects are innovative or new approaches, either in the program for the student, or in the administration of a program which did, in fact, work. They are programs which could be recommended to other districts, depending on the similarity of needs and characteristics of other districts.

CAREER EDUCATION

Educational offerings for the older migrant students were expanded by providing career awareness activities in school and work experiences.

Greeley conducted a work-study program, utilizing community businesses to employ students part time which complemented studies offered in summer migrant school. The Greeley career education (work-study) program worked with 12 students, ages 14-19, for eight weeks. The students worked five hours each day, went to class on three days in the afternoon and had a swim period on the other two afternoons. The class periods were career oriented. Self-concept and self-confidence goals were stressed. Significant attitude changes occurred. Several students commented that "this is the most enjoyable summer I've ever spent." The students were paid $1.60 to $1.80 per hour and earned an average of about $230 paid by local businesses.

Rocky Ford provided opportunities for students to visit businesses and also established their own school beauty parlor as a model project. Students, both boys and girls, and teachers participated as clients. Appointments were made in establishing procedures

for a realistic business operation. Migrant programs developed more job opportunities for students within the school program itself.

Brighton's program conducted evening classes for boys and girls who were working in the field during the day. Shop and home economics were the subjects which encompassed a potpourri of activities in which the students had indicated interest and a need for skill development. An instructional component of high interest was a demonstration of office machines with opportunity for each student to explore the use of the machines. Some girls quickly developed a handcraft skill and in the short span of the summer course were selling handcrafted garments, such as stoles.

OUTDOOR EDUCATION

Weld BOCS established a camp program where students stayed for one week of their school attendance. Other programs were invited to participate. Environmental science and camping skills were emphasized. The camping experiences were for grades three through six. The students spent one week at the Gould Outdoor Education Camp. Curriculum areas covered included history, fire, geology, weather, astronomy, botany, survival skills, and ethnic culture. Interest was extremely high. For many children this was their first group living or outdoor experience.

Arkansas Valley BOCS arranged for each child from the various sites to spend five days of their summer program involved in "ranch" activities at the Hughes Ranch in Ordway. Each morning the children would have breakfast at their school and then be bussed to the ranch. Calf roping and branding were observed; they learned to bridle and saddle, as well as ride horses; and they milked cows and goats. There were a great

variety of animals available to get acquainted with. Studies and activities related to the history of the settling of the West. All activities were integrated into language arts with a bilingual-bicultural approach.

The ranch studies were incorporated into the classroom activities upon the students' return to the school site. Coordination between the ranch and the classrooms created extended learning for the students.

SUMMER OLYMPICS

The Arkansas Valley BOCS Migrant Programs organized a Summer Olympics, with other migrant programs invited to participate. Recognition by awards were received by all of the participating schools. The host programs provided meals and sleeping accommodations for all participants.

ENVIRONMENTAL EDUCATION

A separate class on environmental education was introduced to primary and intermediate students this past summer in the Fort Collins Migrant program. Students studied the environment including topics on growing plants and pollution causes. Various field trips including the fish hatchery, the Nature Center in Fort Collins, the "Grasslands" and excursions into the foothills and high country of the Rocky Mountains incorporated class studies.

HOME INTERVENTION PROJECTS

Greeley and Fort Collins conducted pilot "home intervention" projects last summer. Specially trained staff visited with the children and their parents in their homes for the purpose of conducting a teaching

activity for the children which encourages participation by the parents. The main goal was to assist the parents to help the children at home. Toys were the teaching medium and the parents learned to use the toys in ways that would help the child make discoveries by himself. Each toy is designed to teach various concepts and skills and enhance language development.

WEEKLY PARENT-NIGHT ACTIVITIES

As an integral part of the summer program, Fort Collins planned activities to invite parents to the school one evening a week. These activities were to encourage the parents to participate in the planning and design of the school program. Parent Advisory Committee meetings were a part of some of the evening activities.

The evening meal served at the school was an important part of the agenda. Crafts, projects and studies by the children were displayed and the children participated in the program with singing and dancing. Some films on health concerns were shown. The final parent-night of the summer was a fiesta enjoyed by all.

SUMMER MUSIC PROGRAM

Fort Morgan's music program emphasized language development with music activities involving eye movement, music vocabulary, and learning to read music. The children participated in singing groups and while learning music, also gained language development in a most enjoyab e fashion.

NEW PROGRAMS

Each project was asked to state what new services were provided to help migrant children for the first time in 1972-73. Some of the new services or programs were due to a realization or clarification of student need; some were due to the development of support material and inservice training necessary for implementation of new programs; and some were just to try new approaches, replace a component, and keep some variety in the program. Eighty percent of the projects reported new programs.

Career education, including work-study approach and job training, was the most commonly named new program. More than a third of the projects started career education programs in 1972-73. Bilingual-bicultural programs and outdoor education were the other two most commonly named new programs. Other new programs include:

Home Intervention
Counseling
Reading Individualization
Swimming
Role Playing/Dramatics
Folk Culture/Dancing
Open Space
Home Economics
Special Education

Most of the new programs were in the summer migrant education programs rather than during the regular term.

BILINGUAL-BICULTURAL PROGRAMS

Organized bilingual-bicultural programs were reported in 65 percent of the projects. Not all migrant

children participated : 10-15 percent of the migrant children were in bilingual programs during the regular term, and 75 percent were reported in bilingual programs during the summer. Some of the bilingual programs were funded by Title VII, ESEA, but most were supported out of Title I, ESEA, Migrant Education. In Colorado there are only a few districts that have Title VII program funds but where these programs exist, migrant children have participated. It is notable that not one of the organized bilingual-bicultural programs was generated by district or state funds.

Remember that well over half of the migrant students were reported as having English as their second language. It can be concluded that the summer programs provided language support for most of the students, but the migrants enrolled during the regular year, for the most part, were not served by bilingual instruction. Even for those children reported as speaking no English, considerably less than half were in programs designed expressly for monolinguals.

PLACEMENT OF STUDENTS

Many of the programs used open or ungraded and individualized approaches. Thus, both placement and diagnostic information was sought, and several methods were used. Table XI indicates the methods used.

There was not much change in placement methods between 1971-72 and 1972-73. Methods specifically selected by a project and listed as "other" were strongly favored. The interstate record system data were used by most projects, but not as a primary placement or diagnosis tool. In many cases, the interstate record system data were not received until well after enrollment.

Standardized tests, even when used, met with little favor from the projects. The problems limiting test usefulness were language and reading ability of the students.

TABLE XI

STUDENT PLACEMENT METHODS

RANKED BY REPORTED USEFULNESS

METHOD	1972-73	1971-72
Other*	1	1
Age of Child	2	4
Oral Teacher-made Tests	3	3
Written Teacher-made Tests	4	2
Standardized Tests	5	7
Parent or Student Report	6	5
Interstate Record System	7	6

*Observation, Criterion Tests, Staff Conference, Etc.

PARENT INVOLVEMENT

Migrant parents participated on staffs in the Colorado Migrant Program. At least 36 parents and older brothers and sisters were employed in the program as teacher aides (21 percent of the aides), and another 32 worked as volunteers (39 percent of the volunteers). Parents also participated by making their wishes known as members of advisory committees or councils and by interviews with the Family Contact Person.

There was an increase in the number of Mexican Americans hired to work in food preparation in the programs. Volunteers also were involved in order to learn food preparation and management, and to prepare and/or assist in preparation of ethnic foods. As a result, much more ethnic (Mexican-American) food was served in all areas of the state in summer programs.

Parents were involved in the planning, and took part in such activities as picnics, fiestas, "Back-to-School-Night," "Achievement Night," health clinics, and transportation. Some mothers helped prepare food for these activities. Parents' Nights were very popular, as in former years. One project remarked that parents worked in the day care program and that it was excellent for involvement as well as for familiarizing families with Title I, ESEA, Migrant Education Program.

Migrant Parent Advisory Councils are required by the Migrant Education Program in Colorado. Representation on committees may be in separate Migrant Parent Committees or subcommittees of District Title I ESEA Parent Advisory Councils.

Parent and community involvement is always less than desired, but over the years there has been noticeable improvement within most communities in cooperation on specifics, such as publicity or field trips. There has

also been an increase of social sensitivity to the migrant family situation. Involvement by the parents in program planning is perhaps the weakest point.

DISSEMINATION

Materials developed by the Colorado Migrant Education Program are shared with other states through the United States Office of Education, and copies of Colorado publications are mailed to all local programs.

The local programs also benefit from materials developed by other states.

Worthwhile techniques for teaching migrant children are shared in statewide inservice education meetings and through Colorado Department of Education publications, such as informational releases and teaching guides.

The Colorado Migrant Education Mobile Units videotaped exemplary activities and shared these with local districts and parents. The Mobile Units had commercial television coverage, and have provided articles which have appeared in newspapers in Colorado and other states.

Local districts produced newsletters and other publications, and these were used to share ideas. Some made up picture story booklets to explain their programs. Most received considerable newspaper coverage in the local newspapers.

INTERPROGRAM RELATIONSHIPS

With Title I: All programs reported that children of migratory workers were served during the regular school year by Title I specialists in remedial reading, speech, special education, and health services.

In addition, supplies and equipment funded by Title I (and Title II) programs were shared to some extent by all eligible children. Migrant Education funds were not expended on non-migrant Title I eligible children.

With State Program: The State Legislature provided $170,000 for the education of migrant children in 1972-73. In addition, local school districts provided the basic education for migrant children during the regular school year through their own resources. While the regular schools were in session, the Migrant Education Program supported only those activities that were above and beyond the normal school program.

The coordination between these programs was extremely close, resulting in a comprehensive program, regardless of funding source.

With Other Programs: The Colorado Migrant Education Program cooperated with the following agencies in coordinating many activities:

1. RED CROSS provided Friendship Boxes for migrant children.

2. The COUNCIL OF CHURCHES (Migrant Ministry) provided clothing, transportation, aides (volunteers).

3. The COLORADO DEPARTMENT OF PUBLIC HEALTH provided nurses, health and dental services, and health clinics for migrant children and adults under a contract between the Colorado Migrant Education Program of the Colorado Department of Education, the Colorado Migrant Council, and the Colorado Department of Public Health.

4. The COLORADO MIGRANT COUNCIL, on a cooperative basis, provided educational services for children under five, and shared facilities, food services, transportation, and building operations on a prorated basis with the Migrant Education Program.

5. The MIGRANT COALITION, which is an agency representing different migrant groups and agencies providing services to migrants, assisted in coordination and dissemination of information.

6. The COLORADO DEPARTMENT OF SOCIAL SERVICES provided handbooks to migrants, showing where services were available.

7. SENIOR CITIZEN GROUPS cooperated in some programs.

8. NEIGHBORHOOD YOUTH CORPS students were involved as aides in some programs.

9. ADULT BASIC EDUCATION (ABE) projects in the districts provided night classes for adult migrants, funded by the ABE Program.

10. COUNTY WELFARE AND HEALTH DEPARTMENTS helped by providing food stamps, child services, and some health services (including mental health).

11. HEAD START PROGRAM.

12. UNITED STATES DEPARTMENT OF AGRICULTURE (USDA) Special Feeding Program for Children administered through the Colorado School Food Service, supportive services unit of the Colorado Department of Education.

EVALUATION

REVIEW OF 1971-72 RECOMMENDATIONS

The state educational agency recommended that certain areas needed to be strengthened, based on the 1971-72 evaluation. During 1972-73, the state educational agency made a concentrated effort to improve and strengthen the identified areas. Following are the results of these efforts. The identified need is presented first, and then the result.

NEED: Continue to increase the proportion of the staff able to speak the language of the child, particularly teachers.

RESULT: There was a sizeable increase in the proportion of staff speaking Spanish or Indian in 1972-73 compared to 1971-72. Bilingualism increased in total staff from 42 percent to 63 percent, and in teachers from 22 percent to 51 percent.

NEED: Increase the opportunity to explore work/career education and experience through vocational awareness courses or community programs.

RESULT: More than a third of the projects added some kind of career education program in 1972-73.

NEED: Increase the volunteer or employed use of migrant parents in the Migrant Education Program, and encourage them to continue their involvement as they move to new locations.

RESULT: The absolute number of migrant children and staff went down in 1972-73 compared to 1971-72. The proportion of teacher aides who were migrants remained about the same (one-fifth), while the proportion of volunteers who were migrants doubled (from one-fifth to two-fifths).

NEED: Continue to expand the organized bilingual-bicultural program.

RESULT: Major expansion occurred in the proportion of children reported in bilingual-bicultural programs. The number of regular year programs went from five to seven between 1971-72 and 1972-73, while the percent of migrant students in the programs went from 6 percent to 13 percent. The number of summer programs increased from nine in 1972 to twelve in 1973, and the proportion of migrant children enrolled in the programs increased from 20 percent to 75 percent.

NEED: Increase the cooperation and coordination between states and districts by identifying program elements in various districts in both Colorado and Texas, and communicating this information to the local agencies.

RESULT: Increased cooperation and sharing efforts were made, particularly through the Mobile Units. These units visited Arizona and Texas and were represented at the USOE Education Fair. Two Texas teachers circulated in Colorado. The Mobile Units tried to pass on program ideas from other projects.

NEED: Encourage programs to adopt the following food and nutrition goals:

Inservice education in nutrition;

Parent involvement in nutrition information, consumer-buying education, and food preparation;

Staff (teachers and aides) sharing mealtime with their students;

Menus with ethnic foods, and idenfication for students of nutritional values in various foods.

RESULT: There were increased numbers of migrants involved in food services, and an increase in the inclusion of Mexican-American food in school food programs. No data was collected on consumer education or nutritional education.

NEED: Move toward a more timely and relevant Migrant Education Program evaluation, based on both state goals with common reports, and on specific program goals with individual status reports.

RESULTS: The 1972-73 reports did not effectively address this issue. Work underway during 1973-74 will lead to major changes in future program evaluation procedures.

ACHIEVEMENT

Migrant Education progress was evaluated by each program, based on the original proposals, objectives, and the evaluation plan. Many forms of evaluation were used, mostly subjective and primarily focused on helping the individual child move from where he was to where he might get to, in the time available. Particularly in the regular term, the Migrant Education Program is only part of the impact on a child's development. Other objectives in areas such as health or community involvement have been discussed elsewhere in this report.

Eight districts reported specific data on small samples of students showing achievement level and gain mostly reading and mathematics. The assessment measures used varied widely, so comparability is difficult. The proportion of students showing gains less than normally expected (one month gain for one month school) varied from 10 percent to 50 percent. Overall, 40 percent of the students showed less than adequate gain. The proportion of students who were behind grade level varied from 10 percent to 80 percent across the eight districts. Overall, 60 percent of the students were behind grade level.

Thus, although 60 percent of the students were behind grade, 60 percent made adequate or better gains. Some "catch up" affect is occurring. The impact of

dropping into the work force at an early age will tend to limit the achievement level finally reached. The affect of bilingualism on depressing achievement scores suggests the achievement reported is underestimated. A strong factor in helping the individual achieve in the future will be the major shift to criterion referenced learning and record keeping.

The PIRAMID criterion referenced reading and mathematics program was introduced in six projects this year. PIRAMID Project (Individualized Reading and Mathematics Inter-District) was developed in the Bakersfield, California, area for use with similar student populations. Detailed, sequenced objectives (220 in reading, 209 in mathematics) enable accurate recording of skills mastered. All projects reported gains, although in general students were not at the advanced objectives. Some students mastered all objectives, and all mastered some objectives. Problems encountered in the first year of operation included materials arriving late, and lengthy testing periods in trying to place all students. The objective levels reached for each student comprise a record that should follow the student (rather than re-testing him). Considerable inter-state cooperation will be necessary if the advantages of criterion mastery records are to be realized.

The Migrant Student Record Transfer System produced month by month summaries for Colorado. The reports included a summary for the month of the percent of students rated as above or below average in various academic areas at the time of their transfer. Table XII compares the 1971-72 and 1972-73 reports, showing the median percent of student transfers reported below average over the 12 months. There appears to be little change between the two years. Reading and composition show that most students were reported below average. The reports are

based on whatever means of judging the reporting school uses, and thus reading may include English or Spanish assessment.

TABLE XII

COMPARISON OF PERCENT OF STUDENTS

REPORTED BELOW AVERAGE

IN SKILLS IN MIGRANT STUDENT RECORD TRANSFER SYSTEM

	1971-72		1972--73	
	Md[a]	Range[b]	Md	Range
	%	%	%	%
Reading	—	———	69	58-79
Math Computation	36	25-63	37	21-42
Composition	47	38-77	55	42-63
Science	41	32-59	39	32-60
Social Studies	41	32-59	37	27-62

a. Md is the median value for the percentage of students reported below average in the particular category over the 12 months of statewide totals.

b. Range is the range of percentages reported for the category over the 12 month period September to August.

c. The reading score on percent of students below average includes students who were not reading at all. The median percent of those below average from among only those reading was 60 percent in 1972-73 with the range 48 percent--76 percent.

STUDENT BEHAVIORS

Many of the Migrant Education Programs are concerned with effective or personal goals. Each year the programs report the number of students who made gains or losses in several behavior categories. No data collection controls are imposed in obtaining the data. Thus, the data is of unknown validity. At least, however, the reports represent the perceptions of the migrant staffs regarding the students.

Table XIII presents a comparison of student behavior ratings on selected items for 1972-73 and 1971-72. All of the ratings show significant improvements for 1972-73. Educational aspirations continue to show the least improvement, interest in school and self-concept continue to show improvement.

Two programs with specific focus on behaviors and attitudes are worth describing in detail.

The Greeley career education (work-study) program worked with twelve students ages 14-19 for eight weeks. The students worked five hours each day, went to class on three days in the afternoon and had a swim period on the other two afternoons. The class periods were career oriented. Self-concept and self-confidence goals were stressed. Significant attitude changes occurred. Several students commented that "this is the most enjoyable summer I've ever spent." The students were paid $1.60 to $1.80 per hour and earned an average of about $230.

The camping experiences the Weld BOCS summer program had for grades three through six were the most talked about experiences in the Weld BOCS by both students and teachers. The students spent one week at the Gould Outdoor Education Camp. Curriculum areas covered included history, fire, geology, weather, astronomy,

TABLE XIII

COMPARISON OF 1971-72 AND 1972-73 CHANGES IN STUDENT BEHAVIORS AS REPORTED BY PROGRAMS

Pupil Behavior	1971--72 OK or Change for Better %	1971--72 Change for for Worse %	1972--73 OK or Change for Better %	1972--73 Change for Worse %
Responsibility in completing class assignments	78	22	87	13
Attentiveness in class	73	27	78	22
Interest in school	82	18	88	12
Concept of Self	84	16	92	8
Anxiety	65	35	87	13
Educational aspirations	67	33	70	30
Independent learning	76	24	83	17
Self-assurance	70	30	86	14

botany, survival skills, and ethnic culture. Interest was extremely high. Affective gains, such as self confidence, were easily apparent in, for example, the rappeling experience.

For many children this was their first group living or outdoor experience. Two examples are cited from the counselors. One boy, somewhat of a bully, finally began to help in all the chores and expressed pride in finally being accepted by the group. Another boy, on the overnight hike, didn't think he could make it. Two of the other boys would take him by the hand and keep him ahead of the other hikers. The unity and determination of the boys to help their buddy was beyond description.

ATTITUDES

Each program reported its assessment of attitudes toward migrants, based on whatever kinds of evidence or input the project had obtained. Three-fourths of the programs reported the attitudes of their teachers toward migrant children had improved and the rest said their teachers' attitudes did not need improvement. The teacher rating is somewhat misleading as all program staff members were selected because of sympathy to the goals of the Migrant Education Program. Programs, nevertheless, noted extra effort was now being extended by teachers and there was interest in the inservice opportunities to better understand the migrant child.

Attitudes of the general community toward migrants and migrant children were reported much improved over the previous year. Nearly 80 percent of the projects reported improvement in attitudes in the community compared to just over 40 percent reporting improvement in 1971-72. The programs reported good cooperation on volunteer help

and field trips. One district reported getting real community input for the first time, and another noted migrant participation, by invitation, in a peach festival. Involvement and publicity were seen as helping improve attitudes toward migrants. Others noted that new families were moving to the area with less bias, and more migrant families were settling into permanent residency.

COST

The overall program costs for 1972-73 can be broken roughly as follows:

Regular term projects (12)	$ 435,000
Summer term projects (17)	662,000
Health Programs	57,000
Mobile Units	130,000
State Administration	48,000
	1,332,000

The costs come out to $172 per student per semester. See appendix for a summary of reported project expenditures. The project costs were apportioned 54 percent to direct education, 26 percent to support services, and 20 percent to administration, the same distribution as in 1971-72.

Effective cost-effect allocation of resources cannot be determined in a program as highly integrated as the Migrant Education Program. However, each program did report not only its costs, but also the cost by semester and the number of student days involved. Program budgets ranged from $3,200 to $273,000.

Probably a fairer cost breakdown, due to the frequent transfer of children, is cost-per-student day.

Average days of attendance per child in the fall and spring semester ranged across projects, from 30 to 79 days, and during the summer term it ranged from 10 to 40 days. The cost-per-student day averaged $2.18 in the regular term (up from $1.42 in 1971-72), and $11.64 in the summer term (up from $11.15 in 1972). Cost-per-student day varied widely across projects. The cost-per-day comparison with the previous year was a function of : total dollars expended was down slightly; number of students was down significantly; average number of days attended per student was up significantly; and a year's inflation had occurred.

The actual cost, or dollar effort, for each child is something else, since all programs made extensive use of other resources, such as school equipment, administrator time, overhead, mobile units, health programs, other Title I, ESEA funds, etc. Additional variations across programs would be found in salary scales for professionals and aides.

SUPPORT SERVICES

SUMMER HEALTH CARE PROGRAM

The Migrant Student Health Care Program for summer 1973 again concentrated on health promotion and screening. Emergency service and acute care also were provided.

The Health Care Program aimed at screening each migrant student using nurses and student health team members from the University of Colorado Medical School. Area coordinators of the Public Health districts were designated (Northeast, Arkansas Valley and Western Slope) to promote cooperation and coordination with physicians, family medical clinics and school personnel. One of the goals of the program was to involve the parents in the services provided to the child. Services were provided by the nurses themselves; by area clinics; by the medical students, and when necessary, by local physicians under contract or fee-for-service.

Since concern had been expressed the previous year regarding the role of the nurse and to whom she was responsible, health care program objectives were shared with Migrant Education Directors and principals in the spring. Sixteen nurses were contracted, nine supported by Title I migrant education funds and seven supported by other HEW funds. A two day orientation for the nurses was held in June immediately before the summer programs began.

Table XIV presents a summary and comparison of some of the screening and follow-up activities for 1972 and 1973. An estimate of the number of students screened through the Nursing Care Program is about fourteen hundred students, which is 61 percent of all summer enrollees. By region, the Western Slope looked at 81 percent,

San Luis Valley screened only 29 percent, the Arkansas Valley area reached 69 percent, and the Northeast area screened 62 percent.

Not all schools or students received health care services through the Colorado Department of Health Migrant Program. Some families received services separately from county health programs. The migrant dental program reached 73 percent of the children while the Health Care Program reached 61 percent. Comprehensive health care coverage of migrant children is very difficult to accomplish due to absence and early withdrawal of migrant students.

TABLE XIV

COMPARISON OF 1972 AND 1973

SUMMER MIGRANT EDUCATION HEALTH PROGRAM

	1972	1973
No of students reported	2,973	2,271
No. of students screened	1,518	1,393
% of all students	51%	61%
No. of vision tests	1,462	1,262
% of all students	49%	56%
Proportion referred	.13	.09
No. of hearing tests	1,487	1,144
% of all students	50%	50%
Proportion referred	.04	.04
No. of tuberculosis tests	1,345	569
% of all students	45%	25%
Proportion referred	.001	.01
No. of office visits per 100 students screened	42.6	69.3
No. of home visits per 100 students screened	-	46.1
No. of immunizations per 100 students screened	14.7	26.0

A small amount of additional vision and hearing screening was provided by the Mobile Units. Relatively few abnormal conditions were found in the screening. One of the program emphases is on parent and child education in health maintenance, and the high rate of home visits provided opportunities for such education. Immunizations were not promoted in many cases due to the lack of adequate student records on previous immunization or possible allergic reactions.

The cost of the Migrant Student Summer Health Care Program was reported as $25,726. This cost does not include nurse salaries paid out of other HEW funds, nor costs for services from evening migrant medical clinics, nor other contributed services. The Title I Migrant Education expenditures average $18 per student screened, $16 per student for all students in the contracted schools, and $11 per student for all summer enrollees.

In summary, the level of acute or chronic problems for migrant children was not high. The nurses report that parents and children alike utilize the high level of services offered in the summer program. However, coverage could be improved. Since about one-third of the students were in attendance less than half of the program, emphasis must be placed on advance preparation (which may raise costs) and on student health records being available immediately upon arrival of the children. Health record forms need revision and there needs to be a clarification of who collects the health information. The Migrant Health Program was rated as excellent by one-third of the projects, and as adequate or better by 80 percent of the projects.

SUMMER DENTAL HEALTH PROGRAM

The Migrant Project Dental Hygienist of the Colorado Department of Health, upon request from the administration of the Colorado Department of Education, provided limited dental health services to school age children in migrant summer schools. A total of 23 schools were included in the program in four areas of the state: Northern Colorado, Arkansas Valley, Western Slope, and San Luis Valley. The project dental hygienist visited the schools and conducted a dental screening on each child. Those children in need of dental care were referred to local dentists working with the program for dental treatment. Dentists were reimbursed on a fee-for-treatment basis, according to the Veteran's Administration fee schedule. The Colorado Department of Education shared funds with the Colorado Department of Health for monies spent on migrant children under the program.

Again this year, schools conducted preventive "brush-ins" using a special high fluoride toothpaste. The "brush-in" is an educational experience as well as providing a preventive service. A new education service was provided this year by four dental hygiene students from Rangely College. They visited each classroom and gave an illustrated talk before the "brush-in." Thirteen dental students from the University of Colorado also contributed some education, preventive, and dental care services.

Limited dental services were provided to migrant preschool children. Careful coordination was provided with community health centers, schools, and public health nurses and local dentists. Migrant nurses were authorized to obtain dental services.

A total of sixteen hundred and sixty-nine migrant school children were examined. This is 73 percent of the total summer migrant enrollment. In 1972 the dental screening program reached 67 percent of the migrant students. By region, the dental health screening program examined 70 percent of the migrant students in Northern Colorado, 80 percent in the Arkansas Valley, 69 percent in the San Luis Valley, and 100 percent in the Western Slope. This variation is due in part to absence and to timing of health exams related to arrival and departure of students. The children ranged in age from 4 to 17 years, the majority being 6 to 12 years old. There were about equal numbers of boys and girls (49 percent males, 51 percent females), in contrast to Title I, Part A, summer program participants which were 58 percent males and 42 percent females.

Of all the children screened, 30 percent were in need of immediate or emergency care and 23 percent were in need of routine dental care. The total needing care, 53 percent, is an increase from summer, 1972, when only 42 percent needed treatment (Table XV). At least 30 percent of the children had previously received dental treatment, down from 40 percent with previous treatment in 1972. However, previous treatment data was not collected by all dental personnel doing the screening.

Of the 26 percent not receiving care, approximately 6 percent moved before treatment could be started. Ten percent of these children did not receive treatment in the Weld County because of limitations of existing migrant dental facilities and early closings of schools. These problems have been discussed and will not occur in 1974. The remainder of the children not receiving care were in the San Luis Valley. Contracts with Sangre de Cristo Clinic were negated due to the clinic's closing during the summer. Other arrangements will be made for

1974.

Of those needing dental care, 74 percent received treatment (658 children, or 29 percent of the total summer enrollment). This is about the same proportion as received care in 1972. However, only about two-thirds of those receiving treatment were completed before the child moved or the program concluded. All children who needed emergency dental care received it.

The total cost of the dental health treatment was estimated at $37,412., of which the Migrant Education Program provided $32,292. The cost per student, based on the migrant education funds, was $19 per student screened, or $49 per child actually treated. In 1972 the costs were $17 per child screened and $53 per child treated.

TABLE XV

DENTAL EXAMINATIONS, NEEDS, AND TREATMENT

YEAR	NUMBER EXAMINED	PERCENT NEEDING TREATMENT	PERCENT RECEIVING TREATMENT OF THOSE NEEDING CARE
1967	1,411	59	39
1968	1,824	55	56
1969	2,018	46	54
1970	2,106	46	64
1971	2,266	41	52
1972	2,004	42	77
1973	1,669	53	74

HEALTH CARE PROGRAM RECOMMENDATIONS
FROM THE COLORADO DEPARTMENT OF HEALTH

1. The nurses should be hired two weeks prior to school commencing so that resources can be established and equipment can be obtained; and they should continue employment for one week after school finishes to insure continuity of reports and to insure all necessary reporting is submitted.
2. One nurse should be employed for each school to insure completion of screening procedures, counseling, family contacts for teaching and follow-up.
3. Some form or record should be implemented as each child is enrolled providing parental consent for services; known allergies (drugs, etc.); know immunizations.
4. Based upon the estimated total treatment costs, the budget for dental care should be a minimum of $10 per child enrolled.
5. Development of a medical history form is essential. Dentists throughout the state are now requiring a signed history before treating migrant children. Lack of a medical history also affects the ability of nurses to treat and do immunizations.
6. Continue development of dental forms that are compatible with Interstate Record System.
7. The Migrant Project Dental Hygienist should obtain information as soon as possible of the coming year's program. Because of the limited availability of professional time from local dentists, the Dental Hygienist must begin by early March to make initial contacts with dentists in each of the towns. She needs to know the number and location of schools; number of children expected to be enrolled; and dates of the schools' sessions to enable her to arrange sufficient appointment times with the local dentists.

8. Arrangements should be made for the dental hygienist to attend staff training sessions prior to program operations. Direct explanation of the dental program, forms, and educational materials by the hygienist to staff members of the migrant schools may eliminate unnecessary problems during the actual program.
9. Travel toothbrushes should be made available to all children enrolled in the program. If at all possible, time should be allowed during the day for toothbrushing after meals, under the supervision of staff members. The Dental Hygienist is available for assistance in ordering these educational materials.
10. It is vital for effective results of the dental program that channels of communication established and maintained between the migrant school administrations, migrant center personnel, and Migrant Project Dental Hygienist.
11. The employment of dental hygiene students during the peak season would insure a more complete program. More of the children could be screened, and as a result, receive dental care. Screenings could be conducted as often as necessary in each center as the enrollment fluctuates. Direct dental health education could be given in each school.
12. Continue coordination between dental staff and Mobile Units to provide better dental health education to school staffs and children. Additional dental audio-visual aids will be added to Mobile Units this year.

MOBILE UNITS

Migrant Education Mobile Units provided ex ended services from Colorado State University at Fort Collins (CSU), the University of Colorado at Boulder (CU), and Southern Colorado State College at Pueblo (SCSC). All

three units assisted migrant programs during both the regular term and summer term.

These units provided the major input for preservice, inservice, and curriculum materials. They w rk with the staff, ad/ise on materials and promote idea exchanges among programs. The hot-air balloon project was a good example of a successful activity which gained popularity from district to district as the summer progressed.

In May, the three Colorado Migrant Mobile Unit Projects were invited to attend the USOE Education Fair in Washington, D.C. Present at the Fair were exhibit booths from representatives of various innovative funded projects across the nation. There was a grand exchange of ideas, some of which were those Colorado brought back from other projects and used in our local program; and some of which were Colorado ideas implemented by other projects across the nation. A representative for the Outward Bound Program in Maine was responsible for suggestions and ideas used in a workshop given on outdoor education in the Migrant Education summer camp at Gould. A director of an educational program in the Southern Pacific region, looking for ideas, was so impressed with the idea of the Colorado Mobile Education Units that he was going to return and try to establish a seagoing mobile educational unit in the South Seas.

During the year, the three Colorado Mobile Unit Directors traveled for three weeks throughout Texas and Arizona to develop more coordination between Colorado and Texas for the students who spend their winters in Texas and their summers in Colorado. The programs visited were those selected from data supplied by the Migrant Student Record Transfer System. The schools selected had a high percentage of children who attend Colorado summer migrant programs.

One unit director felt that a coordinated effort with Texas schools can be made if Colorado summer programs work toward assisting children in curriculum areas where they have had no instruction nor successes.

During the Colorado summer programs, two Texas teachers repaid the visit. They visited each school district in the state, gaining many valuable insights from us to alter their decisions about how to improve the Texas programs and develop greater coordination with Colorado. They also were most valuable in assisting our Mobile Units in the areas of oral language development, bilingual education, and music; as well as providing direct input to our local programs about Texas migrant schools.

Following are self-reports from each of the three Mobile Units.

COLORADO STATE UNIVERSITY

The CSU Mobile Unit developed a pilot inservice course offered in conjunction with Colorado State University for graduate credit. CSU used videotapes as an instrument of teacher self-evaluation as well as for public relation materials, and assisted in curriculum implementation for the Mountain Outdoor Recreation Center.

The three hour graduate credit course was sponsored by the CSU Migrant Program in response to a request for extensive preservice from the Fort Collins Migrant Summer School. In cooperation with the principal of the summer school, Ernie Romero, the Mobile Unit Office arranged for a variety of consultants who spoke to the class of twenty teachers, aides, and administrators on topics ranging from program planning to dental care for the migrant children. The course consisted of ten sessions for a total of thirty hours class time. The migrant school staff took advantage of the class to get acquainted with one another and to plan ways to coordinate instruction. The Fort Collins Migrant Summer School was an excellent program.

The Mobile Unit input in preservice was probably one of the most successful services provided this year. As more school districts feel the need for teacher training, this service could be extended.

A resource person with expertise in the area of Vocational and Academic Counseling is again being sought for the Summer Migrant Programs. It is hoped that a Counseling Program can be implemented next summer, since this is a high priority of the Mobile Units. The Northeastern Colorado Migrant Schools feel that basic information and encouragement concerning vocational opportunities and requirements is essential in launching an effective campaign against the high drop-out rate and poorly paid skills prevalent among migrant youth.

Since eight of the nine objectives stated in the 1972 Proposal needs expressed by the local schools were met, the Mobile Unit staff feels that it did have an impact in helping the school programs accomplish their goals. The Mobile Unit program involved itself to the extent requested by each district, and felt extremely comfortable in providing input in planning and instruction for those school districts with which it worked most closely, and maintained, overall, a good working relationship with most schools.

UNIVERSITY OF COLORADO

The School of Education at the University of Colorado supported this project with enthusiasm and on several occasions members of the faculty, especially those involved with bilingual-bicultural education spent time in consultative service and conducting workshops.

In all schools and within all activities, language development, through usage and teaching emphasis, was always intensified whether it be with baking bread, or inservice training to create interest centers. In this context, the Mobile Unit staff felt that the relationship of language development to reading must include the Spanish language as well as English. To this extent music lessons were bilingual, reading lessons were bilingual, and whenever possible,

general conversation was bilingual. Much emphasis during the academic year was pointed toward the development of an effective summer program, therefore, the heaviest concentration of workshops was during May and early June. Each school district received a complete workshop with a concentration on demonstrating methods that helped integrate the reading and language arts program into the areas of speaking, listening, mathematics, art, music, and physical education.

The central theme of the summer program was to work directly with children with high-interest projects for a carry-over value into other academic areas. An old gas-powered lawnmower engine served as a model of how a child can learn to read in a meaningful way. The engine was diagrammed, with each separate part of the engine labeled, and with directions on how to assemble it. After working on the engine, the child developed an understanding of how the motor worked and how to make associations between words and motor parts.

In each of the eight districts, the "Carline Procedure For Understanding A Child's Reading Background" was the primary tool for evaluating reading difficulties. Many teachers adopted this technique not only for diagnostic teaching but for classroom guidance and definitely preferred it over standardized testing. John Fowler, a professor of Physical Education at the University of Colorado, held a workshop in movement education in Brighton during the fall semester to demonstrate various approaches to facilitate children's awareness of coordination and body movement. Emphasis was upon the fact that heightened body control and flexibility are related to improved self-concept as one moves himself physically within his world.

SOUTHERN COLORADO STATE COLLEGE

For the regular term we received sixty-nine written evaluation forms back from sixteen different schools that we served, mostly from regular term teachers rather than migrant staff members. There were opportunities for open-ended responses on the forms. The total average, 3.8 out of 5, while on the positive side of neutral, is the lowest average that this program has ever

received from written evaluations. We think this average adequately reflects some of our frustrations in working with our regular school year program this year.

For the summer term, averaging all of the numerical responses from all 5 categories of the Mobile Unit evaluation forms, we get a 4.3 average out of 5. Averaging all of the numerical responses from all 5 categories of the consultant evaluation forms, we get a 4.2 average. We are very proud of these averages.

It is not possible for the Mobile Unit to be at 10 or 11 different migrant programs at once, so a consultant is assigned to each program. The consultant, working together with the Mobile Unit, then provides continuing, meaningful preservice and inservice to each program. Each consultant works with a summer migrant program for approximately 8 days: one day of preservice and planning before the program begins; the first week of the program to help the local staff over the critical stages of getting started; and two days of follow-up later on in the summer to continue with the implementation, and to help overcome new situations that may have come up. One of the most successful modifications in this summer's migrant program was the hiring of a migrant to go along with the Mobile Unit and act as a migrant cultural specialist. His ability to communicate his experiences as a migrant to the program staffs increased significantly the staffs' sensitivity to migrant workers and children.

One strength observed is an increasing percentage of bilingual-bicultural staff members. While some programs increased their amount of parental involvement, others had less parent activities. However, in some programs, local teachers visited the migrant camps in their area for the first time.

Overall, three-fourths of the districts rated the Mobile Units as adequate or better. The SCSC Unit received all adequate or excellent ratings from the districts. The CSU Unit received two less-than-adequate and one poor rating; the rest adequate. CU Unit received mostly adequate ratings and one or two more than adequate. Since several districts apparently had more than one unit visiting, just who was being rated was not always clear. The rating of Mobile Unit services was lower in 1972-73 than in 1971-72 (79 percent rating services as adequate or better in 1972-73; 95 percent rating services as adequate or better in 1971-72). Because of all the changes in personnel in districts and many other variables, such overall rating changes should not be over-interpreted.

The only common criticism by the programs of the Mobile Units was that more visits were needed. It was difficult to tell how many visits were made since there is no definition of a visit. One district reported receiving one visit (rating it excellent), but two Mobile Units had reported visiting that district. Each program reported the number of times they were visited by a Mobile Unit for each semester. The fall programs reported an average of 3.1 visits per program. These counts do not generally match with the counts from the Mobile Unit reports due, apparently, to different definitions of what counts as a visit plus the problem of the Program Director having to get the information second hand in the larger programs. The number of visits reported during the regular term is greater than the count in 1971-72, while the number of summer visits reported is less than in 1971-72.

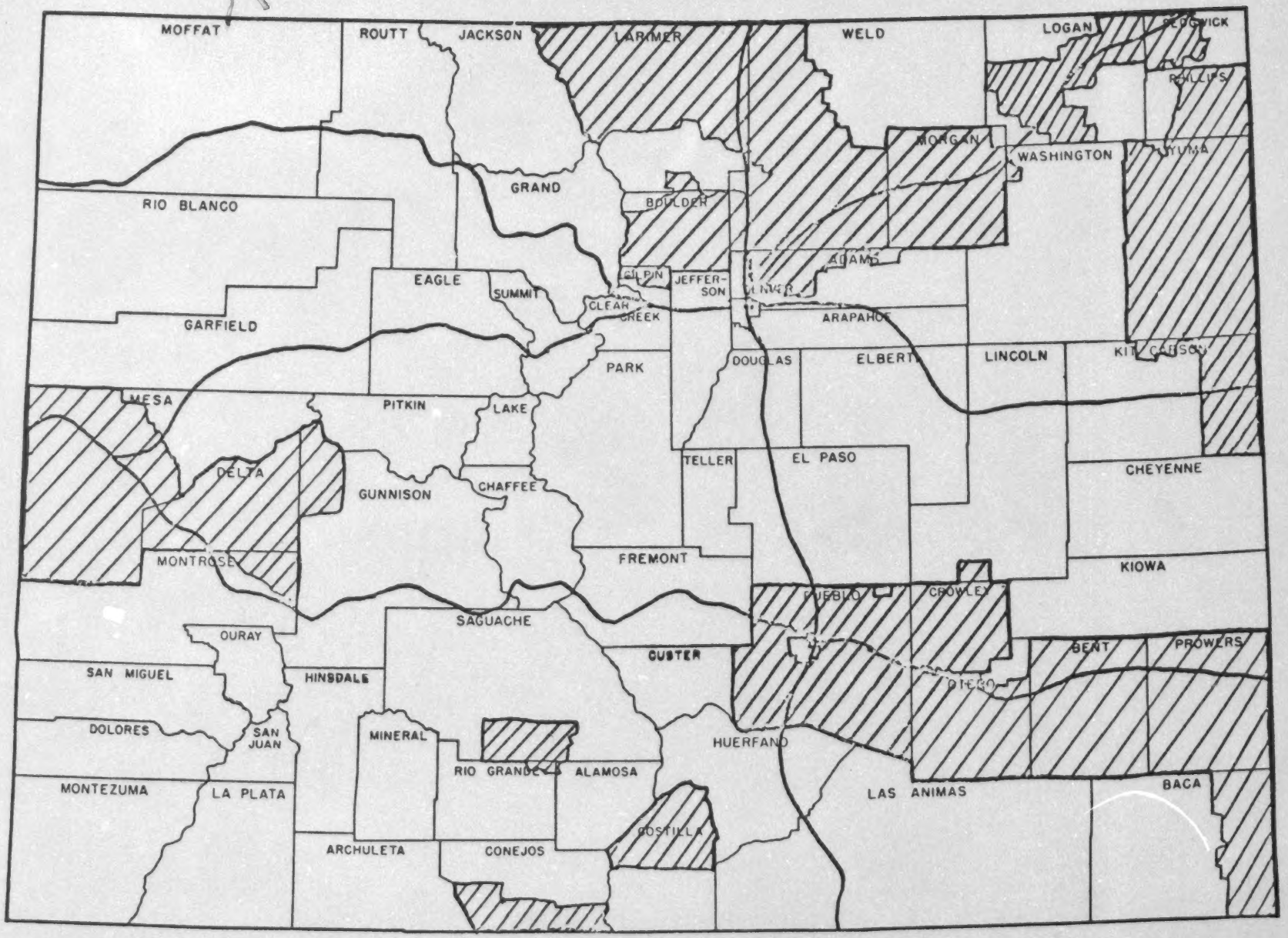
MIGRANT STUDENT RECORD TRANSFER SYSTEM

The Migrant Student Record Transfer System once again received poor ratings from the programs. Only 5 percent rated the services as more than adequate, while 53 percent rated the services less than adequate.

Delays in receiving information were the most common criticism. One summer program noted the student data came back to them identical with what they had entered the previous summer, that is, with no new entries. Perhaps the problem of identifying a student who is a permanent resident in Texas in the winter but a migrant in Colorado in the summer leads to such results.

Positive comments included notes that the fall results came at a reasonable rate but the summer information was slow. Another school reported the staff as finally becoming positive about the benefits of the Migrant Student Record Transfer System.

A P P E N D I X



SCHOOL DISTRICTS CONDUCTING MIGRANT EDUCATION PROGRAMS 1972-73

Colorado Department of Education
Special Programs Unit

Migrant Education Program
Title I ESEA

APPLICATION / AUTHORIZATION FOR ENROLLMENT
IN THE MIGRANT EDUCATION PROGRAM

I APPLICATION

NAME: _____ / _____ / _____
Last *First* *Middle*

BIRTHDATE: ___ / ___ / ___ BIRTHPLACE: _____
Mo. Day Yr.

VERIFICATION
___Birth Cert.
___Documentation
___Other
___None

FATHER'S NAME: _____

ADDRESS: _____

OCCUPATION: ___Harvesting (hand) ___Harvesting (machine)
___Equipment Operator ___Land Cultivation ___Other

MOTHER'S NAME: _____

OCCUPATION, IF EMPLOYED _____

FAMILY HOMEBASE ADDRESS: _____ ZIP _____

NAME OF CREW LEADER OR LANDOWNER _____

WHERE WILL FAMILY RETURN TO AT END OF WORK SEASON? _____

HOW LONG HAS FAMILY RESIDED IN THIS SCHOOL DISTRICT? _____

SCHOOL PREVIOUSLY ATTENDED: _____
Name

_____ / _____ / _____
City *State* *Zip*

I hereby give permission for my child to receive emergency medical care by a licensed physician if such care becomes necessary:

_____
Signature of parent or legally responsible person

II AUTHORIZATION

SCHOOL: _____

I.D. CODE: _____ ADDRESS: _____ ZIP: _____

LENGTH OF SCHOOL TERM: _____ days ENROLLMENT DATE: ___ / ___ / ___

In agreement with the definitions on the reverse side of this form, I consent to the enrollment in the Migrant Education Program of the student named in the Application above. The student is eligible under the category checked:

____Interstate Migrant ____Intrastate Migrant ____5-Year Eligibility

_____ / _____
Signature of School Official Date

cde 145

12-71

Following is the only definition which can be used in placing children in Migrant Education Programs.

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year, in order that the parent or other members of his immediate family might secure employment in agriculture or in related food processing activities.
>
> INTERSTATE MIGRANT: A child who has moved with a parent or guardian from one state to another within the past year, in order that the parent or guardian might secure employment in agriculture, is classified as an *Interstate Migrant.*
>
> INTRASTATE MIGRANT: A child who has moved with a parent or guardian from one school district to another within the state during the past year, so that the parent or guardian might secure employment in agriculture, is classified as an *Intrastate Migrant.*
>
> FIVE-YEAR ELIGIBILITY PROVISION: Should a family meeting either of the above conditions decide not to continue to follow the crops, but to settle in a given community, a child in such a family may be considered eligible to participate *(on a space-available basis, provided his needs can be met by participating in the ongoing program designed for interstate and intrastate migrants)* in projects funded under Public Law 89-750, for a period of five years, with written consent of the parents.

The intent of Public Law 89-750 is to provide supplementary educational and supportive services to those migratory children who accompany their parents or guardians who follow the crops, and who are thus deprived of the opportunity of a full term in school. Therefore State priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children. Projects under Public Law 89-750 are not to be specifically designed and funded for children in category concerning Five-Year Eligibility Provision. ¤

SUMMARY OF PROJECTS 1972-73

COUNTY AND DISTRICT	LOCATION	EXPENDITURES	ENROLLMENT Fall	Spring	Summer	TOTAL	TOTAL STAFF	PERCENT BILINGUAL STAFF	AVERAGE COST PER DAY PER STUDENT REGULAR	SUMMER
ADAMS 27J	BRIGHTON	$ 45,633.14	42	18	92	152	13	100%	$ 3.29	$ 17.33
BOULDER Re1J	LONGMONT	23,351.90	-	-	96	96	18	56%	-	9.77
BOULDER Re2(J)	BOULDER	2,119.57	-	-	-	-	-	-	-	-
CONEJOS Re 10	ANTONITO	30,218.00	61	61	46	168	17	82%	2.93	6.72
COSTILLA R-30	BLANCA	15,320.76	-	-	70	70	7	57%	-	7.77
DELTA 50(J)	DELTA	3,173.30	-	-	18	18	5	0%	-	16.44
LARIMER R-1	FORT COLLINS	56,914.99	49	45	140	234	20	100%	1.70	13.51
LOGAN Re-1	STERLING	24,294.73	-	-	131	131	11	64%	-	12.00
MESA 51	GRAND JUNCTION	19,395.00	-	-	34	34	8	63%	-	21.62
PROWERS Re-1	GRANADA	46,443.79	147	63	87	297	14	36%	1.29	10.73
PROWERS Re-3	HOLLY	6,342.00	42	43	-	85	3	100%	.93	-
PUEBLO 70	PUEBLO	20,011.69	-	-	51	51	8	75%	-	14.95
SAGUACHE 26 Jt	CENTER	9,839.18	-	-	36	36	8	38%	-	17.40
SEDGWICK Re3	OVID	254.75	-	-	-	-	-	-	-	-
WELD Re-4	WINDSOR	6,767.00	64	42	-	106	4	0%		-
WELD 6	GREELEY	108,811.96	186	206	168	560	44	52%	1.65	15.13
ARKANSAS VALLEY BOCS	LA JUNTA	183,636.17	325	305	237	867	73	71%	2.27	12.92
Bent Re-1	Las Animas									
Crowley Re-1-J	Ordway									
Otero R1	La Junta									
Otero R2	Rocky Ford									
Otero 3J	Manzanola									
Otero R4J	Fowler									
Otero 33	Swink									
EAST CENTRAL BOCS	LIMON	59,503.47	48	33	241	322	31	6%	3.22	10.88
Kit Carson RE-6J	Burlington									
NORTHEASTERN BOCS	HAXTUN	57,245.81	-	-	194	194	36	39%	-	12.91
Phillips Re-1J	Holyoke									
Yuma R-J-1	Yuma									
Yuma R-J-2	Wray									
SOUTHEASTERN BOCS	LAMAR	40,340.60	166	161		327	11	82%	1.77	-
Baca RE-1	Walsh									
Bent Re-2	McClave									
Prowers Re-2	Lamar									
Prowers Re-13 Jt	Wiley									
SOUTH PLATTE VALLEY BOCS	FORT MORGAN	71,044.69	189	129	112	430	24	54%	1.06	20.07
Morgan Re-2(J)	Brush									
Morgan Re-3	Fort Morgan									
Morgan Re-20 (J)	Weldona									
Morgan Re-50 (J)	Wiggins									
WELD BOCS	LA SALLE	263,666.96	397	362	518	1277	69	90%	3.77	7.80
Weld Re-1	Gilcrest									
Weld Re-2	Eaton									
Weld Re-3 (J)	Keenesburg									
Weld Re-7	Kersey									
Weld Re-8	Fort Lupton									
Weld Re-9	Ault									
	AVERAGE OR TOTALS	$ 1,004,329.46	1716	1468	2271	5455	424	63%	$ 2.18	$ 11.64